

SCEP Cover Page

District	School Name	Grades Served
East Islip UFSD	Middle School	6-8

Collaboratively Developed By:

The East Islip Middle School SCEP Development Team

William Brennen, Principal

Michael Thorley, Assistant Principal

Sara Andersen, Director of Humanities

Frank Pillitteri, Director of Math and Science

Joseph Esposito, Special Education Teacher

Robert Schwender, Special Education Teacher

Katharine Smith, Special Education Teacher

Melissa Henderson, General Education Teacher

Stephen Foray, Parent

Guidance for Teams

Commitment 1



	We commit to continuing to strengthen our ability to provide a cohesive, relevant curriculum. To do so, students and parents will continue to partner with the faculty of East Islip Middle School to reinforce the importance of prioritizing instruction and good behavior.
Things to p	

Commitment 1



Commitment 1

	it with their children. We want to be very transparent with our expectations for the students and need the parents to partner with us.	determine how many parents watch the video with their children.	forum for parents to send back electronically.
Engaging and educating the faculty.	During the first faculty meeting we will discuss our plans with the staff. Expectations will be reinforced during department and subsequent faculty meetings.	Feedback from teachers regarding behavior and academic performance.	Possible assemblies on race sensitivity and gender identification. Create survey for teachers to evaluate student behavior/response to assembly at mid-year



School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

		(e.g. % agree or strongly agree)
	luring	ed

Commitment 1

	I have the resources to link the strategies, content, and materials from previous grades to the current grade	
	Do you	

Commitment 2

	Continue creating a culture whereas all students understand what It means to be good citizen of East Islip Middle School and conduct themselves as a good citizen of East Islip Middle School.
<i>Things to potentially take into consideration when crafting this response:</i> • <i>How does this commitment fit into the school's vision?</i> • <i>Why did this emerge as something to commit to?</i> • <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i> • <i>What makes this the right commitment to pursue?</i> • <i>How does this fit into other commitments and the school's long-term plans?</i>	The cultural diversity of East Islip Middle School continues to rapidly change. We envision a future where all students are able to thrive and succeed in a diverse and inclusive environment.

Commitment 2

Enhanced W* n d-2 (

Commitment 2

Engaging and educating the faculty.	During the first faculty meeting we will discuss our plans with the staff. Expectations and initiatives will be reinforced during department and subsequent faculty meetings.	Quarterly surveys of students to see if their perception on the climate is improving Task force of students to gauge effectiveness.	Teachers from committee to conduct surveys. Monthly feedback at SIT from members/constituents. Form generated and posted in teacher resources where teachers can submit at anytime to SIT committee or administration about success/concerns.

Commitment 2

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

		(e.g. % agree or strongly agree)

Commitment 2

Staff, students, administrators “buy in” to improving the climate of East Islip Middle School.

Decrease in the number of disciplinary referrals that relate to student/student conflicts.

Decrease in the number of discipline referrals for student misbehavior in the hallways, classrooms, and other common areas

Overall improved atmosphere/climate/culture between staff and students and student to student (as reported by teachers, administrators and students).

Commitment 3

This section can be deleted if the school does not have a third commitment.

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Commitment 3



Commitment 3

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team's answer to a "we believe" prompt is no, that section should be left blank.

		<i>(e.g. % agree or strongly agree)</i>
	Did restorative circle help you to feel more comfortable and connected at school?	70%
	Do you feel restorative circle helped mitigate behavioral problems within your classroom and the building?	70%

Commitment 4

This section can be deleted if the school does not have a fourth commitment.

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Commitment 4



Commitment 4

School teams are invited to participate in

EvidenceBased Intervention

All CSandTSschools must implement at least one e

Our Team's Process

NYSED requires that the SCEP be developed in consultation with parents and school staff and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/sceprequirementsstakeholderparticipation.pdf> This section outlines how we worked together to develop our plan.

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
William Brennen	Principal
Michael Thorley	Assistant Principal
Sara Andersen	Director of Humanities
Frank Pillitteri	Director of Math and Science
Joseph Esposito	Special Education Teacher
Robert Schwender	Special Education Teacher
Katharine Smith	Special Education Teacher
Melissa Henderson	General Education Teacher
Stephen Foray	Parent

Our Team's Process

Our plan is the result of collaborating to complete several distinct steps:

After completing the previous sections, the team should complete the reflective prompts below.

Describe how the Student Interview process informed the team's plan

The student interviews continue to be the driving force for a

Submission Assurances, Instructions, Next Steps

Directions: Place an "X" in the box next to each item prior to submission.

1. ☒ The SCEP has been developed in consultation with parents, school staff, and others in accordance with [NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2. ☒ The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3. ☒ Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described in this plan.

CSI Schools: